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ABSTRACT

This paper explores Charles D. Kingsley's (1874-1926) perspectives on civic education, his impact on the 1916 "The Social Studies in Secondary Education: A Six-Year Program Adapted Both to the 6-3-3 and the 8-4 Plans of Organization and Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association," and his contributions to the development of civic education. The paper also relates Kingsley's philosophy to the potential reform of civic education in Taiwan. Contains 13 references. (BT)

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Clarence D. Kingsley: A Search for Civic Education

Introduction

Clarence D. Kingsley (1874-1926), the chairman of the N.E.A. Commission on the Reorganization of Secondary Education (CRSE), was one of the five most outstanding contributors to the 1916 Report. He had been studied by Drost (1966); however, the focus of Drost's study was on Kingsley's general impact on American education. The purpose of this paper is to explore Clarence Kingsley's perspectives on civic education, impact on the 1916 report and contributions to the development of civic education. Most importantly, as a civics educator in Taiwan, I am also looking for implications to improve Taiwan's civic education.

Methodology

Given the fact that Kingsley's major work was on committees—to head the committees, to form the committees, and to discuss on the committees, it is difficult to capture him. In addition, Kingsley was always more a teacher, an administrator, or an organizer than a writer. He was not the person who wrote a lot and most of his writings were co-authored with others, which leads to another challenge to capture Kingsley. Encountering these challenges, I really have to do a process of discovery and look for clues from his writings and associations. In other words, I have to be a detective so some of the things about Kingsley are teased out.

In order to show more evidence of Kingsley's stance toward civic education and his impact on the 1916 report, therefore, following an introduction of Kingsley's biographic information, documents concerning his association with Jones and Snedden

and his writings, particularly those completed when he worked as chairman of the CRSE and his proposal for "The study of Nation" are described and analyzed.

Biographic Information

Education. Clarence Kingsley was born in Syracuse, N.Y., July 12, 1874, son of Edwin Abijah, a lawyer, and Emma Howell Kingsley, a teacher of German. He was graduated with a B.A. from Colgate University in 1897 with honors in science and mathematics. Then he studied political science at teachers College of Columbia University for two years and received a M.A. degree in 1904 (The National Cyclopedia of American Biography, 1929). His master thesis was entitled "The Treatment of Homeless Men in New York City ".

Professional Career. Upon graduation from Colgate, Kingsley was asked to stay on as an instructor in the department of mathematics where he taught mathematics and surveying from 1898 to 1902 (The National Cyclopedia of American Biography, 1929). In 1902, Kingsley left Colgate when he found "the orthodox theology of Colgate incompatible with his own optimistic views of the perfectibility of man" (Drost, 1966, p. 21). After leaving Colgate University, he became an agent of the Charity Organization Society of the New York City in the tenement districts while doing his graduate study at Columbia University. He was assigned to work among the city's transient and alcoholic men. Having been discouraged by his perceived inability of social work to aid society, his career in social work lasted only one year. He was searching for a way to help individuals to function to their maximum potential while also serving the greater good of society. It seems he found that social work lacking in any true long-term capacity to address this

issue. It would instead be through "education" that Kingsley saw the best hope for the future of both individuals and society (Correia, 1995, p.3).

In 1904, he was again an instructor in mathematics at The Manual Training High School at Brooklyn, New York. However, as he came to concern himself with the larger problems of the school program, he was soon much more than just a mathematics teacher. He completed several important studies when he was a member of New York High School Teachers' Association (NYHSTA). Two of the studies carried Kingsley to a position of national prominence (Drost, 1967). One was a tabulation of the varied entrance requirements demanded by the separate colleges; the other proposed a plan for articulating the work of the high school and the college.

Kingsley was named Chairman of "The Committee on Articulation of High School and College" in 1910. It was the first time a mere high school teacher was given such an important assignment by the Department of Secondary Education. He was also chairman of the CRSE and the CRSE Reviewing Committee. It was in these positions that Kingsley completed significant reports such as "Report of Nine on the Articulation of High School and College," "The Teaching of Community Civics," and "The Cardinal Principles Report" that had a great influence on American Education,

In 1912-23 he was supervisor of secondary education for Massachusetts. With the interest in planning better school buildings for the seven objectives of education he had formulated in the Cardinal Principles Report, he left the position and entered private practice as a consultant in school-building construction.

Perspectives on Citizenship Education and Impact on the 1916 Report

Based on Kingsley's educational background and his professional career, I boldly speculate that a flexible, practical, student-centered, problem-based, and global-oriented civic education is what he believed would not only remedy the ills of society but also shape the individual to predetermined social characteristics.

First, the organization of civic education should be flexible for adaptation to local needs. Kingsley believed that flexibility in course structure was a means to social mobility and with some flexibility high schools would be able to adapt their programs to the needs of the community. This point of view seemed to have made a great impact on the Committee on Social Studies. The Committee has refrained from "offering detailed outlines of courses on the ground that they tend to fix instruction in stereotyped forms inconsistent with a real socializing purpose (Nelson, 1994, p. 10.)." The course of study outlined is flexible and permits differentiation to meet the needs of pupils and local circumstances.

Furthermore, civic education should provide students with the direct knowledge, attitude, and skills that make students more vocationally useful and socially responsible. Kingsley always showed a great concern for the welfare of other people, as individuals, but always as individuals within the framework of society. The notion that schooling was tied or linked to "social betterment" or "social welfare" and "social efficiency" was emphasized in the 1913 Preliminary Report and the 1915 Report. As used in the 1916 Report, the terms "social welfare" and "social efficiency" were central to social studies and the mission of citizenship education.

In addition, civic education should emphasize students' interest and needs of present growth. This viewpoint was the most important principles that the Committee endeavored to keep consistent throughout the 1916 report. Although it was Dewey instead of Kingsley who pioneered this point of view; however, we can easily identify this point of view through all Kingsley's work such as "The teaching of Committee Civics" and "The Study of Nations."

Fourth, Problem-based instruction was probably what Kingsley believed the best approach to teach community civics and social studies. This viewpoint was clear as illustrated in "The Teaching of Community Civics" and "The Study of Nations" where he recommended that teachers should learn to deal with their subject topically and use the actual problems, issues, or conditions, as they occur in life, and in their several aspects, political, economic, and sociological.

Finally, Seeing increasingly interdependent international relations, Kingsley suggested that "The Study of Nations" should be included in social studies. He believed when thoroughly inculcated, students should have the opportunity to understand other nations' aspirations and ideas. It would lead to a national respect for other nations and reduce friction in international relations and finally help to establish a genuine internationalism.

Kingsley's Associations

Here I will show more evidence to support my speculation about Kingsley's perspective on civic education through examining his relationship with two critical people—Thomas Jesse Jones and David Snedden.

Thomas Jesse Jones. Jones, chairperson of the social studies committee, was also graduated from Columbia in 1904. Kingsley and Jones both were "influenced by professor Henry Giddings, and both had done graduate work in the area of social service and social work with their study taken place within the environs of the slums and ghettos of New York City (Correia, 1994, p.105)." They both also served as specialists in the U.S. Bureau of Education in Washington D.C. at the same time. Under such intimate association, it is expected that Jones' work greatly impact Kingsley's perspective on civic education and social studies.

Jones was one of the first educators to use the term "social studies" to refer collectively to history, economics, political science, and civic (Lybarger, 1983, p.456). He believed the goal of the social studies was to "train the students to more accurately understand the world they are about to enter (Correia, 1994, p. 102)." Accordingly to Jones, social studies should address the "actual needs" of students.

The 1916 Report did not specify who contribute to which part and to what extent they contributed. However, the Hampton civics course and the recommendation of the 1916 Report shared similar views on objectives of social studies teaching (Lybarger, 1983, p. 462). It is reasonable to conclude that as the chairman of the committee, Jones's perspective on social studies education had critical impact on the 1916 Report.

The central issue is why Kingsley chose Jones to chair the 1916 Committee. Although Kingsley attempted to portray CRSE membership as reflecting the input of a wide variety of people, Correia (1995) contended that the CRSE membership was carefully chosen to suit Kingsley. It was likely that Kingsley appointed Jones as the chairperson of the social studies committee not only because of their similar backgrounds

and geographic proximity, but also because of their common belief on social efficiency and their parallel perspective on social studies, such as reorganization of the subjects to meet the objectives based upon life activities. Kingsley was not the chairman of the 1916 Committee. However, it might be that Kingsley appointed Jones as a spokesman to chair the committee because his perspectives on social studies were most suited with what Kingsley advocated.

David Snedden. Snedden, another advocate of social efficiency, was the first Commissioner of Education for Massachusetts. The relation between Snedden and Kingsley is worth mention here for two reasons. First, most of Kingsley's critical writings were finished during his working in the commission. In addition, in "The Teaching of Committee Civics" which Kingsley co-authored, the subcommittee credited Snedden for his valuable suggestions.

It was Snedden who brought Kingsley to Massachusetts as his high school agent. Sedden seemed to be a mentor to Kingsley; his ideas were taken up by Kingsley. He was the source of directions for Kingsley's work. Furthermore, some of Kingsley's inspirations seemed to derive from Sedden ideas. For example, Kingsley's seven objectives of the 1918 Cardinal Principles Report may originate from the four social utilities which Snedden identified in 1913. In his Cardinal Principles Report, Kingsley seems to have divided Snedden's social education into citizenship and ethical character and his cultural education into worthy use of leisure time and worthy home membership.

Kingsley, like Snedden, was following Herbert Spencer's functional use of subject matter to serve aims based on life activities. As a proponent of educational efficiency, Snedden proposed sweeping changes in the curriculum of the secondary

school, replacing non-functional subjects like Latin and higher mathematics with courses in specific work skills supplemented by courses in civics, ethics, and hygiene to make students more vocationally useful and socially responsible (Drost, 1967). Snedden also argued that citizenship education should become the agent to inculcate students with functional cardinal knowledge that included "the values, attitudes, and feelings essential for life in a modern urban industrialized society (Saxe, 1991, p. 131)." Likewise, Kingsley believed that secondary education should be determined by the needs of the society to be served, the character of the individual to be educated, and the knowledge of educational theory and practice available (Commission on the Reorganization of Secondary Education, 1918).

The Writings of Clarence Kingsley

Kingsley's stance toward civic education can be further supported by an analysis of his writings. This analysis also provides a valuable source for understanding his educational philosophy.

Report of the Committee of Nine on the Articulation of High School and College (1911). While in Manual Training High School, Kingsley noted the existence of the "wide discrepancy" between the "preparation for life" and "preparation for college" as defined by college-entrance requirements and concluded that thousands of students who annually attend high school cannot be wisely and fully served under the college-entrance requirements. Therefore, he had a report entitled "Articulation of high school and college: The reorganization of secondary education" and distributed it at the National Education Association (NEA) convention. The report claimed a good high school course, in terms of

preparation for life, should also be accepted as good preparation for higher education. It attracted the attention of the NEA and resulted in the appointment of the Committee of Nine on the Articulation of High School and College under Kingsley's chairmanship to prepare "a rational statement" of the work that high school should do (Commission on the Reorganization of Secondary Education, 1911).

The Committee's report expanded on Kingsley's initial statement prepared for the New York teachers. The well-planned high school course as structured by the committee required a minimum of 15 units. It organized into two majors of 3 units each and one minor of 2 units. The students were required to have one unit of social science and one unit of natural science. Further, by the understanding that the study of mathematics and foreign language is not a *sine quo non* of future accomplishments, in the supplement included in the report, the Committee recommended that a second unit of social science and a second unit of natural science be accepted to substitute 2 units of mathematics or 2 units of foreign language (Commission on the Reorganization of Secondary Education, 1911).

Since the Committee's report was mainly based on Kingsley's initial one, we can infer that Kingsley deemed social science more appropriate than history for preparation for life and for college, and the importance of social science is no less than mathematics, foreign language, and natural science.

The Teaching of Community Civics (1915). In 1914, a special committee on social studies which included Barnard, J.L.; Carrier, F.W.; Dunn, A. W. and Kingsley was assigned to better prepare teachers to teach Community Civics. The final product of the special committee was a manual, The Teaching of Community Civics, which detailed

on the aims, method, and scope of the course. It is a critical work because much of this work was reproduced in the 1916 Report.

According to the 1916 Report, Community Civics was scheduled at the 7th and 8th grade. The aim of community civics is to "help children to know their community—not merely a lot of facts about it, but the meaning of his community life, what it does for him, and how it does it, what the community has a right to expect from him, and how he may fulfill his obligation, meanwhile cultivating in him the essential quality and habits of good citizenship (Barnard, Carrier, Dunn, & Kingsley, 1915, p. 11)." The course emphasized more on local community because of its intimate relation with the pupils and its easiness for the child to realize his membership in the local community. Therefore, the report suggested that the study of community civics should be related as closely as possible to the pupils' interest, proceeding from matters familiar to them to matters less familiar (p. 32).

Since it was a group work, it is unlikely, if not impossible, to tell what Kingsley's contribution was. However, comparing to Kingsley's other work, one can conclude the aims, methods and content which the manual suggests is consistent with Kingsley's other work. It is possible that the assembling of this group of like-minded educators may have provided not only mutual support, but also the integration of their ideas.

The Study of Nations: Its Possibilities as a Social Study in High Schools (1916). Prior to the issuance of the 1916 Report, Kingsley proposed that the one-year of high school history course be replaced by a course of "The Study of Nations." Although we do not have information about the impulse of his interest, this proposal probably resulted from Kingsley's disappointment that the teaching of history seemed to students so

"encyclopedic and aimless," and to the public so "fruitless" (Kingsley, 1916, p. 39). It is also likely that World War I opened his eyes to a larger world and he came to realize that the progressively increased conflicts among nations were due to the lack of understanding of foreign nations.

In response, he planned that the course, The Study of Nations, should "be taken by all and not only offered as an elective (Kingsley, 1916, p. 39)." He believed through the well-organized and rightly conducted "The Study of Nations", students should have the opportunity to understand other nations' aspirations and ideas. It would lead to a national respect for other nations and reduce friction in international relations. In addition, according to Kingsley, the Study of Nations instead of focusing on the past, would start with the present of typical modern nations and would use history in explanation of these nations and of clearly defined problems of supreme social importance at the present time.

The proposal for modern national study seemed to have critical impact on the 1916 report. First, again Kingsley suggested that the new course be organized around problems that are of vital importance today. It is one of the most important principles of the 1916 report. Furthermore, the 1916 report regarded "the cultivation of a sympathetic understanding of other nations and their peoples, of an appreciation of their contributions to civilization, and of a just attitude toward them" as one of the primary aims of in teaching history (Nelson, 1994, p. 37).

The Cardinal Principles Report (1918). Although this work published after the 1916 report, it does provide insight into Kingsley's perspectives on civic education. Kingsley was responsible for the original outline and most of the body of "The Cardinal Principles Report," one of the most significant educational documents of the age (Drost,

1966). Based on the belief that secondary education should be determined by the needs of the society to be served, the individuals to be educated, and the knowledge of educational theory and practice available, this report intended to broaden the curriculum to encompass virtually all of life experiences, not merely academic subjects (Commission on the Reorganization of Secondary Education, 1918)

Through analyzing the activities of the individual, the seven objectives of education generated were health, commands of fundamental process, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character. According to the report, civic education should "develop in the individual those qualities whereby he will act well his part as a member of a neighborhood, town or city, state, and nation, and give him a basis for understanding international problems" (Commission on the Reorganization of Secondary Education, 1918, p. 160). By saying that all subjects should contribute to good citizenship, the social studies—geography, history, civics, and economics—should have this as their dominant aim, the report clearly indicated the importance of social studies in the cultivation of future citizens.

In addition, the report suggested that civics should concern itself less with constitutional questions and remote governmental functions, and should direct attention to social agencies close at hand and to the informal activities of daily life that regard and seek the common good (the same ideas as in The Teaching of Community Civics, 1915). The report also recognized the importance of the study of other nations and believed that such a study should help to establish a genuine internationalism.

Contributions to the Development of Social Studies

Although the 1916 report and the other writings of Kingsley were completed more than 80 years ago, his perspectives on civic education have impacted the development of civic education since then.

To begin with, Kingsley was an early advocate and sponsor of "Community Civics" in public schools in New York City before the 1916 Social Studies Committee came into existence (Saxe, 1992). His consistent advocacy of the course through his writings has established community civics as an indispensable part of social studies education.

In addition, through his work on the Articulation of High School and College, he suggested that social science is as important as other courses to the students' future accomplishments. Therefore social science should occupy a certain extent of a well-planned high school curriculum. His argument unquestionably contributed to establishing a stronger status of social studies in school curriculum.

Third, his perspectives on the objectives of civic education still effectively influence today's civic education. The Cardinal Principles Report became the basis for curriculum development for years to come. The objectives of civic education as depicted in the Report—developing in the individual those qualities whereby he will act his part as a member of a neighborhood, town, or city, State, and Nation and give him a basis for understanding international problems, remains almost the same as today's objectives.

Finally, the 1916 Report along with the 1915 Report were among the most influential documents produced by the CRSE. Many of the recommendations advanced in

both reports, such as the scope and sequence of social studies education, influenced social studies education until the early 1970s.

Although he was just a high school teacher most of the time, Kingsley's contributions to the development of social studies influenced American public education for decades to come. A person with so great a contribution to social studies education should not be passed over.

Implications to a Civics Educator from Taiwan

Kingsley's perspectives on civic education provide some implications to Taiwan's civic education. Today civic education in Taiwan faces significant challenges. First is the gap between knowledge and practice. Teaching and learning in schools are dominantly driven by texts and exams that in nature encourage and promote dogmatic teaching methods and rote memorization. As a result, there is a certain gap between knowledge and practice. The lack of actual practice of moral norms and the incompetence of critical judgments indicate that the anticipated goals of civic education have not been fulfilled. Kingsley's perspective of practicality will be helpful to bridge the gap between theory and practice.

In addition, traditional pedagogy ignores students' participation. In the classroom, we can see that teachers concentrate on transmitting knowledge to students, while students strive to memorize facts from textbooks. Civic education is reduced to a process of rote memorization of factual materials. Civic knowledge is important, however, civic participation is more critical than civic knowledge. Kingsley advocates that civic education should provide students with the direct knowledge, attitude, and skills that

make students more vocationally useful and socially responsible. Taiwan's social studies educators need to reflect upon the questions: What are the purposes of civic education? A knowledgeable individual but lacks of skills to successfully participate in civic affairs or a participatory citizenry? What we want from our future citizens? A parasite of the society or a social activist?

Third, in Taiwan, conflicts exist among different peoples or peoples who hold different political perspectives. Kingsley's perspective on "The Study of Nation" provides a model to increase understanding and harmonious relation among different peoples. As our society becomes more interdependent, the relationship among peoples becomes more critical. The study of nations becomes the one and only one way to reduce frictions and to develop an amicable relationship among peoples.

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